

Programme 111.†

L<sub>3</sub>

(April to July, 1928.  
(September to December, 1928, overseas.)

## Parents' National Educational Union.

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### The Parents' Union School.

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(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

#### FORM III.

PUPILS' NAMES .....

#### Bible Lessons.

The Bible text must be read and narrated.

*Old Testament History*,\* by J. M. Hardwich and the Rev.

H. Costley-White, D.D. (Murray, 3/6), Vol. I., pp. xi.-xv., 1-100. (Selections from *Genesis*, chapters 1-35.)

*The Acts*, chapters 10-13 inclusive. Read from *The Acts of the Apostles*, by E. M. Knox (Macmillan, 4/6), pp. 157-207.

*The Saviour of the World*,\* Vol. V. (P.N.E.U. Office, 3/-), pp. 129-192, with Bible passages from index.

Optional : (a) S.P.C.K. *Bible Atlas* (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 7-39. (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 2/6), pp. 1-14, with lesson on Whitsunday.

For Sunday Reading (optional) :

(a) *The Conversion of the English*, by H. Curtois (S.P.C.K., 6/-), pp. 130-190. (b) *How we got our Bible*, by Dr. J. Paterson Smyth (Sampson Low, 2/6), chapters 5-8. (c) *Florence Nightingale*, by F. Allshorn (S.P.C.K., 2d.). (d) *Bunyan's Pilgrim's Progress* (R.T.S., 6d.). (e) *The Carved Cartoon* (Grinling Gibbons), by Austin Clare (S.P.C.K., 3/-). *Milton's Poems*.

† The 111th term of work set since the Parents' Union School began.



### Sunday Occupations:

A Book of Centuries.

Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 or 9.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1928). Hymns: *Songs of Praise* (Oxford Press, 2/6 or 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

### Writing.

*A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *The Merchant of Venice*, and other books set.

### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

### Composition. (Oral or written narration each day.)

Write, in verse or prose, on (a) some subject under History or Literature taken from the Programme, (b) the news of the week. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems under "Literature" should be followed.

### English Grammar. (See N.B. 3.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (see *A New Junior English Grammar*).

First year: *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), pp. 123-154, with additional exercises from Morgan's *Exercises in English Grammar*\* (Murray, 1/9). Second year: *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 67-97.

### Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 383-419. Shakespeare's *The Merchant of Venice*\* (Blackie, Plaintext, 6d.). Palgrave's *Golden Treasury*\* (Macmillan, 3/6): contemporary poets (1649-1689) and Milton. Scott's *Peveril of the Peak*\* (Dent, 2/-).

### English History.

Arnold-Forster's *A History of England*\* (Cassell, 8/6), pp. 494-541 and 578-589 (1649-1689), chapters 55-57, inclusive, and chapter 61. Finish a chart of the 17th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (*Times Office* direct, 6/- a year).

### General History.

*Saints and Heroes of the Western World*,\* by M. O. Davis (Oxford Press, 2/6), pp. 86-135 (1313-1556). or, *A First History of France*,\* by L. Creighton (Longmans, 5/-), pp. 201-212 (1649-1689). *Readings from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 1-25.

Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6, see new illustrated leaflet by Miss Bernau), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museum: *Babylonia and Assyria*,\* by D. A. Mackenzie (Blackie, 1/3), pp. 57-80. British Museum *Guide to the Babylonian and Assyrian Antiquities* (Oxford Press, 2/6), and British Museum Postcards, Series 37-39 (Oxford Press, each 1/-), may be used.

### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 187-210. *Hellas, the Forerunner*,\* by H. W. Household (Dent, 3/6), chapters 7-9, inclusive. North's *Plutarch's Lives: Agis and Cleomenes* (Cambridge Press, 3/6). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

### Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

*Ambleside Geography Book IV*,\* (Kegan Paul, 4/-), pp. 249-276, and pp. 302-308 (Denmark, Iceland, Scandinavia), with *The Reconstruction of Europe*,\* appendix to *Ambleside Geography Book IV*. (P.N.E.U., 1/3). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 306-357. Geikie's *Physical Geography*\* (Macmillan, 1/9), sections 224-270. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*\* (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).



**Natural History and Botany.<sup>1</sup>**

*Winners in Life's Race*,\* by A. Buckley (Macmillan, 6/-), pp. 209-240. *The Study of Plant Life*,\* by M. C. Stopes (Blackie, 6/-), pp. 178-196. *The Fairyland of Science*,\* by A. Buckley (Macmillan, 6/-), pp. 150-194. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. Study in their habitat the flowers of 3 families: Ranunculaceæ, Rosaceæ, Labiatae. For out-door work, some special study suitable to season and climate; the following may be used, *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6). *The Changing Year*, by F. M. Haines (Wadsworth, 3/-). Keep an aquarium (from Messrs. Flatters & Garnett Ltd., 309 Oxford Road, Manchester), see *The School Aquarium*, Parts I. and II. (S.N.S.U. leaflet, 2½d. each).

<sup>1</sup> Overseas members see special leaflet.

**General Science.**

Fournier's *Wonders of Physical Science*\* (Macmillan, 2/6), chapters VI.-IX., or, *The Health Reader*,\* by W. Hoskyns-Abraham (Cassell, 3/-, 1927 edition), pp. 39-65, 180-205.

**Picture Talk.**

Study, describe (and draw from memory details of) six reproductions\* of pictures by Titian (P.N.E.U. Office, 2/- the set): see the special notes for teachers in the *Parents' Review*, April, 1928, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

**French.<sup>1</sup> (See N.B. 3.)**

*Nouveaux Pas en Français*,\* by M. Chapuzet and W. Daniels (Harrap, 2/6), lessons 11-15, with grammar and exercises, or (more advanced) *L'Enseignement Littéraire du Français*,\* by J. Molmy, Part I. (Hachette, 2/6), Lessons 13-18. Read from and narrate *Nos Enfants*,\* by Anatole France (Hachette, 3/6); parse two pages.

Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.).

**Latin. (See N.B. 3.)**

*Gradatim*\* (Longmans, 2/-); translations 32-34, 46-48 (inclusive), for narration, taking necessary grammar from Sir W. Smith's *Principia Latina*, I. (Murray, 4/-), e.g., sections ix., x., xiii., xvii. Active Indicative and Imperative of "sum," "capio," and of the 4 regular conjugations.

Beginners, use *A Latin Book for Beginners, A Preparation for the Reading of Latin Literature*,\* Part I., by M. C. Gardner, M.A. (Oxford Press, 1/6).

**German.<sup>1</sup> (See N.B. 3.)**

*Primary German Course*,\* by O. Siepmann (Macmillan, 4/-), Lessons 4-6 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

**or, preferably, Italian.<sup>1</sup> (See N.B. 3.)**

*Italian Lessons and Readings*,\* by C. U. Clark (Harrap, 5/-), Introduction and Lessons 1-3.

**Arithmetic. (See N.B. 3.)**

Pendlebury's *New Shilling Arithmetic*,\* (Bell, 2/3), pp. 85-99, or continue. Quick mental exercises. Revise back work; examples may be taken from Ballard's *Fundamental Arithmetic*, Book V., pupils, 1/-; teachers, 2/3 (University of London Press).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

**Geometry. (See N.B. 3.)**

*A Shorter School Geometry*,\* by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 119-121, 124-128, 130, 138-142, 146-149 (omit unnecessary numerical exercises). *The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

**Algebra. (See N.B. 3.)**

*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 44-53, 67-71.

**Drawing.**

Teacher should consult: *Drawing for Children and others*, by Vernon Blake (Oxford Press, 6/-).

Illustrate six scenes from History. Memory drawings. Outdoor studies of trees, plants, animals, see *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), pp. 27-79. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

**Music.**

Choose and learn a suitable composition by Purcell. Teacher may use *An Introduction to Music*, by H. E. Pigott (Dent, 3/6).

**Musical Appreciation.**

Purcell, see April *Parents' Review*, "Our Work," *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6), Term III.

<sup>1</sup> Schools may substitute the national language.



### Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalm 25; choose a hymn. A scene from *The Merchant of Venice*, or, two poems from *The Golden Treasury*, or from *The Call of the Homeland*, Part I. (Blackie, 2/6).

### Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Scott's *Peveril of the Peak*\* (Dent, 2/-). Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 68-97. Bunyan's *Pilgrim's Progress*,\* Part I. (R.T.S., Tercentenary edition, 6d.). Dufferin's *Letters from High Latitudes* (Dent, 2/-).

### Singing.

*The Oxford Song Book*, Vol. II. (Oxford Press, 7/6), words only (2/-). Three French songs, *The Folk Songs of France*, Book I. (Novello, 2/-). Choose songs from the term's music, April P.R. *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.). *Ten Minutes' Lessons in Sight-Singing*, (Curwen, 3/-), lessons 46-49. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 33-34 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

### Drill, etc. (Choose new work.)

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or, separate dances, music with instructions (direct from Messrs. Novello, 9d.). *Scandinavian Dances*, Series II. (Ling Association, 11d.). *How to Teach School Dances* (Evans, 4/6). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Tennis, cricket, rounders.

### Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). *Needlework*, by M. T. Gifford (Nelson, 2/6). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models, (Ex-students take House of Education models.), (Materials from Philip & Tacey Ltd., 69 High St., Fulham, London, S.W. 6). Make six models from *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and*

*Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B. 1.—The work in Form III. lasts two years (average ages 12 and 13). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, and *An Essay towards a Philosophy of Education*, 10/6, by C. M. Mason (P.N.E.U. Office).

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. Books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (not less) single lines and squares; special clipped book post envelopes, 3 for 4d.. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.



# Parents' National Educational Union.

## The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

### FORM III.

PUPILS' NAMES.....

#### Bible Lessons.

- I. 1. Trace the steps of the Creation story according to the first account given us in the Bible. How does it differ from the Babylonian version?
2. What account of his errand did Abraham's servant give to the parents of Rebekah? What was their answer?
- II. 1. St. Peter "declared unto them how the Lord had brought him out of prison." Tell the whole story.
2. Describe St. Paul's first sermon to the people of Antioch. What was the result?
3. Write in verse or prose on "The man receives his sight."

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

*The Merchant of Venice*, Act II., Scene 7, "The first of gold . . . choose the right?"

#### Composition.

1. Read a verse or two of *Nature and the Poet*, by Wordsworth (*Golden Treasury*, No. 323), and write in the same metre upon one of the following,—(a), Galileo, (b), a geyser, (c), Hyacinthus.
2. (a), Describe the castle of Holm Peel, and a short scene that took place there, or, (b), write a letter as from Iceland, or, (c), give one of the scenes that took place in Portia's house (*Merchant of Venice*).



#### English Grammar.

1. Analyse, parsing the words in italics,—  
“The *swallow*, oft, beneath my thatch  
Shall twitter from her *clay-built* nest;  
Oft shall the pilgrim lift the latch,  
And share my meal, a welcome *guest*.”
- (Second Year.) 2. Show by sentences that “the pronoun must always be in precise relation to the noun for which it stands.”
3. Write notes and cautions about (1) the split infinitive, (2) the gerund,
- or, (First Year.) 2. Make 3 sentences, each containing a noun clause as subject to a verb, and three containing a noun clause as object of a transitive verb.
3. (a), Write a sentence in direct speech, (b), convert it into indirect speech. Explain what changes have taken place in the principal words.

#### Literature.

1. Make a list of the chief characters in (a), *The Merchant of Venice*, or, (b), *Peveril of the Peak*, and write a short description of one out of each book. Quote favourite lines in the case of (a).
2. What great poems did Milton write? Say what you know about two of them. Quote favourite lines from any of his shorter poems you have read.
3. Say briefly under what circumstances *The Pilgrim's Progress* was written. Give a scene that specially interested you.

#### English History.

1. Describe briefly the events which took place between the death of Charles I. and the Restoration of Charles II. Dates.
2. In what ways did Charles II.'s policy abroad bring disgrace upon England? Dates.
3. What do you know of the discoveries of (a), Sir Isaac Newton, and, (b), Sir William Harvey?

#### General History.

1. Write a short account of (a), Catherine of Siena, or, (b), Erasmus. Dates.
- or, 1. What do you know of the work for the good of France done by (a), Colbert, (b), Louvois?
2. What do you know of India in the earliest times?
3. What notes and drawings have you made in your Century book this term in connection with the fall of Babylon?

#### Citizenship.

1. Write a letter as to a friend who has been ill on how to get interests in life during a time of convalescence.
2. Show why,—“Marathon became a magic word.”
3. What were some of the things that Cleomenes “thought most fit and honourable for a prince” in private and in public life?

#### Geography.

1. Describe the (a), situation, (b), natural features, (c), inhabitants of Iceland.
2. Give a short account, with a map, of the Inca Empire.
3. What are the four kinds of motions of the sea? Describe the cause and effect of the surface motions.

#### Natural History and Botany.

1. Make a list of (a), insect eaters, (b), rodents, and describe one of each kind.
2. “A plant, as soon as it has roots and leaves, begins to make living matter out of matter that has never been alive.” Explain and illustrate.
3. Make a map in your nature notebook showing all the plants you have found growing in (a), a hedge, or, (b), a pond.

#### General Science.

1. Describe, with a diagram, how Torricelli produced a vacuum and made an instrument which showed the changes of the air.
2. Describe two of the experiments by means of which Guericke finally constructed an air pump,
- or, 1. What do we mean when we say “The breath is the life”? How does fresh air reach the blood?
2. What different kinds of food are necessary to the body? How may each be obtained?

#### Picture Study.

Describe “Isabella of Portugal,” by Titian.

#### French.

1. Describe, in French, (a), a harvest scene, or, (b), Christmas Eve in France.
2. Make five sentences, using the present tense of the verbs *atteindre*, *savoir*, *vendre*, *se précipiter*, *servir*.
3. Translate p. 56 (*Nouveaux Pas en Français*), “Pendant que les filles . . . dans du bois.” Parse the following words,—remplissent, moderne, derrière, salle,
- or, 2. Describe a short incident in French, using the Imperfect Indicative. When is the tense used in French?
3. Write from dictation *Mon Lit* (p. 46 of *L'Enseignement Littéraire du Français*, Vol. I.), “Après . . . rideaux.”



Latin.

1. Write the Future Indicative of "sum" and the Present Indicative active of "capio."
2. Decline "gradus longus."
3. (a), Translate *Gradatim*, No. 46 (Hamelinam . . . , suscipit). (b), Read the Latin of the passage translated, then write a narration in Latin.

German.

1. Name five things in German on p. 19 (Siepmann), and make up a sentence in German about each.
2. Make six German sentences, using the Genitive case of Hund, Katze, Pferd, and the Accusative of Kopf, Nase, Bein,

or, Italian.

1. Write (a), four Italian proverbs, (b), four Italian phrases of courtesy.
2. Work in Italian the exercise on p. 13 (*Italian Lessons and Readings*), sentences 2, 4, 6, 8, 10.

Arithmetic.

1. Find by Practice the value of 245 articles at £3 : 17 : 9½ each.
2. The area of a square piece of land is 10 acres. What is the length of each side?
3. The volume of a rectangular block of wood is 39 cubic feet. Its length is 4½ feet, its height 2⅔ feet. Find its breadth.

Geometry.

1. Prove that the area of a parallelogram is equal to the area of the rectangle on the same base and between the same parallels.
2. Prove that the square on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the other two sides.
3. Construct a square on a side of 2 inches; turn this into a triangle of equal area.

Algebra.

1. Divide  $6a^2 - 5a - 6$  by  $3a + 2$ .
2. Simplify:  
 $10x - [4\{5x - 3(x - 1)\} - 3\{4x - 3(x + 1)\} + 2x].$
3. Solve the equation  $\frac{1}{5}x + \frac{1}{4}x = 9$ .

Painting. (All work should be done with brush and in colour.)

1. A memory sketch of a tree, or, of a plant in its proper habitat.
2. An original illustration for *The Pilgrim's Progress*,

Musical Appreciation.

What works by Purcell have you heard? Do you know anything about his life?

Recitations.

Father to choose two Bible passages and a poem, or, a scene from *The Merchant of Venice*.

Music.

Report progress.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of handicrafts completed to appear in *Parents' Report*.

**The Summer Examination is optional.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.